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ABSTRACT

Focusing upon the need for gender-balance in global education and the need to develop strategies that affect teaching materials, teacher training, and school curricula, the first section of this report describes how the conference was conceived and planned, lists overall objectives, and notes the general character of the participants. The second section is a collection of insights, questionnaire responses, and recommendations. Four appendices conclude the document. Appendix A lists conference participants and their affiliations. Appendix B gives criteria for evaluating the inclusion of women in global education curricula and programs, and includes a sample critique, applying the criteria to a particular global education curriculum. Five skill and concept areas for teachers and students are discussed. Appendix C, which lists sources of information for teaching about women, is an annotated list of 28 publications and organizations. A selected bibliography of 16 items appears as Appendix D. (AS)

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# From Mustard Seed to Harvest

## Social Studies Education and Teaching about Women in the Global Community

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A Report of a Wingspread Conference

This report has been cosponsored by Women Associated for Global Education (WAGE) and the Association for Women in Development (AWID) and the Stanley Foundation. We wish to thank the Wingspread Conference participants and planning committee who contributed their reflections to this report.

We would like to thank:

The funders and sponsors of the Wingspread Conference, "Social Studies Education and Teaching about Women in the Global Community":

- The Johnson Foundation
- Longview Foundation
- Women Associated for Global Education
- Association for Women in Development
- California State University, Stanislaus
- Virginia Polytechnic Institute and State University
- Immaculate Heart College Center;

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The primary authors of this report are:

Doni Kwolek Kobus
California State University, Stanislaus
and
Mary Hill Rojas
Virginia Polytechnic Institute and State University

We hope this report will assist global educators as they reflect on their roles as leaders, as they select or develop curriculum materials, or as they implement teacher training programs.

# From Mustard Seed to Harvest

## Social Studies Education and Teaching about Women in the Global Community

### A Report of a Wingspread Conference

**Sponsored by**
The Johnson Foundation
Women Associated for Global Education
Association for Women in Development

**In Cooperation with**
California State University, Stanislaus
Longview Foundation
The Immaculate Heart College Center
Virginia Polytechnic Institute and State University
The Stanley Foundation

**December 1988**

"So I never lose an opportunity of urging a practical beginning, however small, for it is wonderful how often in such matters the mustard-seed germinates and roots itself."

**Florence Nightengale**

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This report is dedicated to: **Margaret-Rose Welch**, past president of Immaculate Heart College Center and founding member of Women Associated for Global Education; and **Rita Goodman**, vice president emeritus, the Johnson Foundation.

These women have offered ongoing support and encouragement to women and for women's concerns during their years of service to the educational community.

## ABOUT THE CONFERENCE

### The Planners

In 1984, a handful of women met in Oakland, California, to discuss the founding of a new association of global educators whose purpose would be to assist educators in developing gender-balanced K-12 curricula and training programs for teachers in the area of international or global education. An immediate goal was to raise the level of awareness about the need for gender-balance in their global education work.

**The group was concerned that while scholarship on women had been burgeoning across the disciplines since the early 1970s and universities had begun to respond to this new scholarship, neither the K-12 curriculum, teacher training, nor global education programs in general had taken notice of, nor incorporated, this new knowledge. According to scholars, this new scholarship dramatically changes perspectives of history and contemporary international issues.**

From that initial meeting, other educators became involved, and Women Associated for Global Education (WAGE) was born.

Important international events guided the early steps of WAGE members and other global educators. The United Nations Decade on Women, 1975-1985, produced enormous data on the status of women in the world, and the signatory document, "Convention on the Elimination of All Forms of Discrimination Against Women," was developed and acted upon by the members of the United Nations. With the foundation for an educational rationale thus established, the Gender Issues Advisory Committee of the National Council for the Social Studies (NCSS) sponsored the "Resolution Concerning Social Studies Education and Women in the Global Community," which calls for NCSS to "formulate strategies for educating young people and their teachers about the role and status of women in the global community."

In response to this call of action, a group of WAGE members formed a conference planning committee. The conference was planned to include experts on women's histories and contemporary international issues, leaders of various international organizations, and social studies and global education leaders. The conference planners specifically sought participants who would be inspired to share their learning with others in their fields.

WAGE leadership realized the importance of establishing a formal linkage with international specialists and scholars in this planning endeavor.

Therefore, they sought the support of the Association for Women in Development (AWID), which is a professional association that focuses on international development and gender issues. AWID is committed to ensuring that women participate as full and active partners in a more equitable development process and that they share in its benefits.

The Johnson Foundation consented to convening this conference at its Wingspread Conference Center in Racine, Wisconsin. Entitled "Social Studies Education and Teaching about Women in the Global Community," the event took place in August 1988.

## Conference Objectives

The objectives of the conference were to:

1. Formulate an initial conceptualization of women's experiences and perspectives in the global community and a plan for the creation of teaching materials and teacher training programs that would include this conceptualization;

2. Create a network of educators who are sensitive to the need to reconceptualize global studies to include women and who are committed to the implementation of this plan;

3. Draft an initial strategy to inform opinion leaders in global education about the reconceptualization of the field to include knowledge about women in both historical and contemporary contexts;

4. Serve as a model network for the inclusion of women from a variety of ethnic and racial groups, both national and international;

5. Facilitate the participation of women as leaders in guiding and designing global education curriculum development.

## The Participants

This conference drew on the expertise of women and men invited because of their diverse geographic, ethnic, occupational, and national backgrounds. Although the participants were primarily educators, they came from a variety of institutions and organizations – public elementary and secondary schools, universities, private voluntary organizations, and government agencies. This mix created a rich resource of varying perspectives, cultural frameworks, world visions, and professional expertise.

The forty-three participants came from sixteen states – from all regions

of the United States. The voices of Hispanic women, Black women, Indian women, and African women were heard by the participants. It was a multicultural event, creating discussion and debate which was stimulating, frustrating, and ultimately enriching. A full list of the participants and their affiliations is in Appendix A of this booklet.

## CONFERENCE FINDINGS

The following is a collection of insights, questionnaire responses, and forward-looking strategies pulled together by the report-writing committee at the conclusion of the conference. Participants' completed evaluation questionnaires and the report writers' reflections comprise these conference findings. They are interpretations of the proceedings and not merely a descriptive, chronological account. Participants neither reviewed nor approved the report. Therefore, it should not be assumed that every participant subscribes to all recommendations, observations, and conclusions.

### Insights

- Teaching about women in the global community is not advocacy; it is a responsible, comprehensive, educational agenda for this global age.

- All educators need to continually acquire new knowledge about the world;
  All educators need to look at old knowledge and reevaluate it; and
  All educators need to unlearn some things.

- The empowerment of women through their own efforts and through a supportive global network of women and men should be stressed in teaching about women worldwide.

- In teaching about women, especially those in the Third World, teachers should begin with the positive, a celebration of women's successes, both personally and collectively.

- Terms such as *Third World* need to be carefully explained so as to avoid a false ranking of peoples and countries resulting in the creation or reinforcement of stereotypes.

- Programs on women in the world need to include:
  - Personal stories, both ordinary and heroic;
  - Issues arising from an analysis of the patriarchal, political, economic, social, educational, and religious structures, past and present; and
  - Contributions of individual women and groups of women, in both historical and contemporary contexts.

- Teaching about women in the global community will raise controversial issues . Therefore, teachers need to remember that controversial issues are at the heart of the social studies, and their discussion and debate is at the heart of a democracy.

- Curriculum content is not separate from the process of teaching and learning. Educators at all levels must ensure that their students, females as well as males, are supported and encouraged in their efforts to learn social studies content. Educators must pay attention to the hidden messages — the hidden curriculum — imbedded in pedagogical decisions and teaching behaviors.

- Disaggregation of data by sex, race, ethnicity, and class is essential as educators teach global education content.

- When educators focus on negative aspects of the roles and experiences of women of the Third World, it is important to relate them to similar aspects within the United States. There is a need to examine this world of women across cultures and nations.

- Educators of diverse cultural, racial, ethnic, and national backgrounds must constantly communicate so that their various perspectives can enrich the study of women in the global community and challenge the various groups' assumptions.

- Educators should learn about and reflect upon the comparisons and contrasts of racism and sexism as an analytical tool for understanding the impact of gender on the lives of men and women throughout the world.

On the last day of the conference, discussion centered around the interactions of race and sex, compounded by ethnocentrism, when presenting materials on women in Asia, Africa, and Latin America to audiences in the United States. Participants debated two major issues: first, the danger of showing Third World women as oppressed and therefore powerless; second, the danger of increasing racist attitudes rather than lessening them by using educational materials developed in the United States or Europe that reflect a paternalistic or colonial viewpoint.

**Empowering Women**

Educators should be aware that women, and men, around the world are organizing for change on behalf of women. The United Nations Decade for Women, a forum held in Nairobi for women to network and to present the work of their organizations, brought to light examples of these changes — protesting dowry deaths in India, advocating land ownership for women in Zambia, forming agricultural cooperatives of farm women in rural Honduras, training female foresters in Nepal, and teaching women's legal rights in Peru. There was optimism and hope

among the participants in Nairobi. And, for those from the United States, the forum underscored the fact that the women's movement for equity is worldwide and not an export of Europe or the United States.

The idea of empowerment provides a rationale for educators to focus on women's organizations and networks. It also helps to dispel the stereotypes about Third World women. (For more information on this subject, see *Third World Women - Family Work and Empowerment* by Susan Hill Gross and Mary Hill Rojas. St. Louis Park, MN: Glenhurst Publications, 1988. pp. 85-89.)

Emphasizing diversity is another means to dispel stereotypes of women in Asia, Africa, and Latin America as oppressed and powerless. In every country, women play many different roles depending on many factors - their geographical locations, their class, the historic time. However, the diversity of these roles often has been overlooked. For example, women, and within the context of the Wingspread discussions, Third World women, have been called "invisible laborers" because their work is often not counted in formal labor statistics for many reasons:

- Women's work is often home-based or within the "informal sector," such as street vending or domestic work.
- For status reasons in some regions, both women and men will deny that women "work."
- Much work is simply assumed to be done by men, such as farming and forestry, and women's participation is not seen.

By making visible the diversity of women's roles, educators can help dispel the stereotypes that cloud the United States' image of the Third World.

**Examining Stereotypes**

Cautionary measures to lessen racist attitudes rather than inadvertently increasing them emerged from this discussion. The first was that educators use, in as far as possible, the voices of the women of Africa, Asia, and Latin America themselves. Two participants from India and Tanzania added an invaluable richness to the conference discussion, bringing with them their own cultural perspectives that shattered stereotypes. Second, whenever possible, the dichotomy between "us" here in the United States and "them" outside the United States must be eliminated. Women worldwide have roles in common that have led many to comment that sisterhood is global. By drawing on commonalities and highlighting common efforts and problems, the unity of the global village becomes more of a reality to both students and educators.

## Participants' Responses

Participants responsed to this select question from the conference evaluation questionnaire:

**What would you like teachers and educational leaders to know about women in the world?**

- That their role of being "invisible" is a misnomer imposed on them by a predominantly male-oriented social structure and that consequently there exists a broad area of political, social, economic, and cultural history for the taking, without posing a threat to too many egos or lesson plans.

- That's a big question! Positive roles women play. Who women are as individual people. Also, the issues, always done comparatively or in a world, cross-cultural context, if possible.

- The richness of their diversity. The seriousness of their plight and the possibilities for a better future.

- Women's achievements, strengths, and struggles. It is important for women, especially the younger ones, to know that the struggle **still** continues so that they don't take the benefits for granted.

- It's not what they need to know; it's what they need to let themselves be open to — to try to understand. Attitudes, perceptions, sensitivities are what's askew; the knowledge – that will fall into place.

- They are similar to one another and very different from one another and that if you want specifics you should ask them who they are and what they think is important to teach about them.

- Their stories — the enormous capacity for survival, their ways of thinking, their history in culturally diverse settings. The similarities of women's concerns and status in diverse cultural settings, and the variety of ways women (and men) address these concerns. Women in the world is us — not simply Third World women. That we cannot ignore the issues close at hand. We cannot distance ourselves by going across the ocean.

- Their stories — their hopes, dreams, concerns throughout history and their growing empowerment today. The UN Decade Conference and data. The need for the legitimacy of teaching about women in the curriculum.

- That women's contributions to the world are equal to that of men. We women like to work cooperatively with men to correct/improve on the injustices, etc., presently existing, as an equal partner without losing our femininity.

- There is considerable diversity at every level – international, national, local, and personal. Published materials and A.V. presentations can never be current — people are the only ones with up-to-date expertise (on their own lives, only). Education needs to learn how to truly unlock the human resources in and outside the classroom. Women need to speak out and be heard.

- Women are a living, vital force in the world, with contributions that are mind-boggling. The extent to which the lives of women are improved will become in large measure the extent to which life on our planet will become more positive and satisfying.

- The vastness and variety of women's experiences; and their central roles in economic, social, political, community life in all societies.

- We must look at the world through their eyes, their histories, their cultures to better understand how to solve global problems.

- In any culture, their experiences are different than men's, their experiences differ from one culture to another, and within each culture women of various racial, ethnic, religious, and social class groups experience life differently. Whatever the issue under study, it should be illuminated by focusing on its meaning for a variety of women — that women are both victims and activists.

- Ways in which women fit into the fabric of society in various cultures. More than a few words at the end of a chapter designed for textbook adoption or a list of famous women brought out to justify the curriculum. A substantive approach talking about ways in which women are integrated into the culture.

- Women's role in society and how that affects their view of the world. How their role causes limitations and barriers to realizing potential. That development can't occur if women don't participate. Women are survivors and play a significant role in the world.

- Their contributions (achievements), their aspirations, and their struggles.

- They are a distinct demographic group with unique histories and present life experiences, yet these are a part of the total worldview.

- The diversity of women's lives, women's improvement, women's oppression, and the relationships between gender and race, ethnicity, religion, economics, and politics.

- Linkages, thrust of change is not coming from United States and Europe. Richness of women's experiences.

- Women's perspectives and realities.

- The equal amount we know about men.

- Current accurate information which can become knowledge!! Definitions and common understanding of terms.

- Their beauty, strengths, and possible contributions to our way of thinking/doing are certainly as important to teach about as some of their "unfair or oppressive" cultural characteristics that we might identify in their societies.

- Their strengths, accomplishments, successes, ways in which men and women work together – especially to make the world a better place, and the extent and context of oppression.

- I don't really know how to answer. Ultimately women's studies have to be integrated across the curriculum, otherwise, it will become like the situation someone described with Black Studies.

- How hard we work, how we are affected by political/economic systems, how we contribute to the economy, what we are proud of, how we view ourselves, this list could go on and on.

- Their concerns, choices open to them in particular situations, constraints on those choices, all of this as part of a larger human context.

- Their reality may be buried in the views of the human condition that we are shown not only in the popular press but in curriculum, data analysis, etc. Their reality shifts through time and varies by cultural/ethnic context. Their reality, their work, their insights, their inventions must be recognized as part of the storehouse of human knowledge that must be tapped if we are going to find ways to save the planet and make life joyful, not just sustainable.

## Forward-looking Strategies

The planners hope that "the mustard-seed germinates and roots itself" because of the work begun at this conference. The following recommendations speak not only to the group assembled at Wingspread but to educators interested in revitalizing learning for **all** students.

- To integrate content on women in the global community into:
  - teacher training - inservice and preservice
  - curriculum development
  - research and evaluation
- To consider the "hidden curriculum" of schooling and the classroom climate for girls and women in the areas of teacher training, curriculum development, and research and evaluation
- To hold regional workshops on women in the global community in collaboration with organizations which share mutual concerns
- To hold meetings and workshops on women in the global community at national gatherings such as the NCSS annual meeting and the American Forum
- To write and disseminate an NCSS bulletin on teaching about women in the global community
- To organize networks of interested global educators, Wingspread participants, and WAGE members to integrate content on women in the global community into the curriculum
- To continually critique social studies curricula, global education curricula, teacher training and research and evaluation formats for gender balance and the inclusion of women. The "Criteria for Evaluating the Inclusion of Women in Global Education Curricula and Programs" (see Appendix B) can be used to begin this process
- To implement and monitor the implementation of the NCSS "Resolution Concerning Social Studies Education and Women in the Global Community" and such documents as the "Convention on the Elimination of all Forms of Discrimination Against Women"
- To include women of diverse ethnic, racial, and national backgrounds at all meetings and conferences in order to maximize the diversity of perspectives and therefore increase the accuracy of our knowledge of the world

- To share the personal stories of women at meetings about women in the global community

- To have a cross-cultural communication specialist as an agenda facilitator at meetings of women and men of diverse perspectives and worldviews

- To include at meetings opportunities for shared celebrations and group activities related to art, music, ritual, etc., in order to focus on a sense of community

- To include women and men of diverse ethnic, racial, and national perspectives on future conference planning committees

## APPENDIX A

# Participants

### Conference Director

**Doni Kwolek Kobus,** Assistant Professor of Education and Co-Director, Program in International and Multicultural Education, California State University-Stanislaus

### Conference Co-Director

**Mary Hill Rojas,** Assistant Director, Office of International Development, Virginia Polytechnic Institute and State University

### Planning Committee

**Laurien Alexandre,** Director, Global Studies, The Immaculate Heart College Center

•**Jane Bernard-Powers,** Instructor, Teacher Education, San Francisco State University

**Jaimie P. Cloud,** Assistant Director for Program, The American Forum: Education in a Global Age

•**Jan Drum,** Vice President, The Stanley Foundation

**Susan Hill Gross,** Director, Upper Midwest Women's History Center

**Carole L. Hahn,** Professor and Director, Educational Studies Division, Emory University

•**Deb Hutton,** Doctoral Student, Indiana University

**Merry M. Merryfield,** Assistant Professor, Educational Studies, The Ohio State University

**Anna Ochoa,** Director of Teacher Education, School of Education, Indiana University

•**Margaret Rose-Welch,** President Emeritus, The Immaculate Heart College Center

**Angene H. Wilson,** Professor, Department of Curriculum and Instruction and Director, Bluegrass International Program, University of Kentucky

•Planning committee members not in attendance at the conference

### Participants

**Charlotte C. Anderson,** President, Education for Global Involvement, Inc.

**Diane G. Berreth,** Director of Field Services, Association for Supervision and Curriculum Development

**Jeffrey L. Brown,** Executive Director, Global Learning, Inc.

**Suzanne Charlton,** Director, Southcoast International Resource Center, California International Studies Project, California State University-Long Beach

**Kathy Christensen,** Publications Coordinator, The Stanley Foundation

**Billie A. Day,** Teacher, Global Perspectives, and Chairperson, Social Studies, Benjamin Banneker Academic High School

**Claire F. Deloria,** Assistant Subject Supervisor for Social Studies/Inservice Coordinator, Liverpool Central School District (New York)

**Bette J. Dickerson,** Associate Executive Director, Delta Sigma Theta Sorority, Inc.

**Russ Donnelly,** Site Director, Western International Studies Consortium

**Mary Anne Flournoy,** Assistant Director, Center for International Studies, Ohio University

**Geneva Gay,** Professor of Education, Purdue University

**Shirley B. Gillette,** Director, National Educational Outreach, WNET Channel 13 Public TV

**Paula Gotsch,** Associate Director, Global Learning, Inc.

**Ann Helm,** Director of Programs, International House, University of California-Berkeley; Member, Board of Directors, National Association for Foreign Student Affairs

**Steve Hughes,** Professor of Political Science and Co-Director, Program in International and Multicultural Education, California State University-Stanislaus

**Heidi Hursh,** Director, Rocky Mt. Global Education Project, Center for Teaching International Relations, University of Denver

**Carolyn E. Johnson,** Senior Research Associate, Afro-American Studies, Purdue University

**Josie R. Johnson,** Senior Fellow, Education Policy and Administration, College of Education, University of Minnesota

**Toni Fuss Kirkwood,** Curriculum Coordinator, Social Studies, Miami Public Schools

**Margaret Laughlin,** Associate Professor of Education, University of Wisconsin-Green Bay

**Viola W. Lanier,** Teacher of Social Studies, John Marshall Junior High School; Curriculum Coordinator, Global Studies, Indianapolis Public School System

**Margaret H. Lonzetta,** Vice President, World Affairs Council of Philadelphia

**Judy P. Luis,** Associate Director of School Programs, Foreign Policy Association

**Mary Goretti Materu,** Nurse/Nutritionist, Tanzania Food and Nutrition Centre; Student, Office of International Development, Virginia Polytechnic Institute and State University

**Maria Eugenia Matute-Bianchi,** Associate Professor, Merrill College, University of California-Santa Cruz

**Anita M. Mermel,** Director, Development Education, OEF International

**Carole Nichols,** Associate Director, New York Programs, Foreign Policy Association

**Manju Parikh,** Professor of Political Science, College of St. Benedict

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**Ruth I. Shirey,** Executive Director, National Council for Geographic Education, Indiana University of Pennsylvania

**Beverly M. Thurston,** Supervisor of International Education, Department of Education, Commonwealth of Virginia

**Sara Wallace,** Associate Executive Director, National Council for the Social Studies

**Sally K. Williams,** Associate Professor, Family and Consumer Sciences Education, Iowa State University

**Observer**

**Ann Keating,** Coordinator of Women's Programs, Fresno Women's Network

## APPENDIX B

### Criteria for Evaluating the Inclusion of Women in Global Education Curricula and Programs

One of the critical but undervalued elements of comprehensive global education is the inclusion of gender-related issues in the curriculum. The absence of gender-related content in global education programs is brought about primarily by a lack of awareness of this essential dimension on the part of curriculum developers, program planners, and teacher trainers in the developing field of global education and international studies. The following criteria will help classroom teachers, curriculum developers, program planners, and administrators in the effort to evaluate curriculum materials and textbooks and to plan training programs for teachers.

1) To what extent are women portrayed and integrated into the material?
2) What kinds of women are portrayed (race, ethnicity, class)?
3) In what ways are they portrayed?
4) If they are not portrayed, what could be infused into the lesson, activity, or training to provide diverse perspectives of women's experiences relative to this topic?
5) What effect do women have on the event or topic?
6) What is the effect of the event or topic being studied on women and their roles?
7) Is the language of the materials or training gender sensitive? (e.g. *humankind* instead of *mankind*, etc.)
8) Do you invite resource people who represent women's perspectives and concerns as well as men's?
9) Do these women represent different ethnic, racial, class, and international perspectives?
10) How can the findings of this analysis, based on the above questions, be utilized when planning the development of new materials and planning new programs?
11) What human and material resources can be identified to help in this process?
12) As a final check, do the materials, programs, and/or training meet the recommendations of the National Council for the Social Studies' "Resolutions Concerning Social Studies Education and Women in the Global Community"?

(J. Cloud, D. K. Kobus, and S. Williams, "Criteria for Evaluating the Inclusion of Women in Global Education Curricula and Programs," In J. Tourney-Purta (Ed.) *Evaluating Global Education: Sample Instruments for Assessing Programs, Materials and Learning* [New York: Global Perspectives in Education, Inc., 1986/87] p. 185). Revised by D. K. Kobus, 10/88.

As a sample critique, these criteria were applied to a global education curricula overview developed by one global education project. The result follows:

## An Overview of Six Global Education Curriculum Themes

Las Palomas de Taos Education Forum, 1987

### Goals for a Global Education Organization

a. To develop and adapt global education materials that recognize social, economic, political and cultural diversity and complexity, not only among cultures but within a culture (e.g., gender, race, ethnicity, class, religion, etc.);
b. To design and implement staff and curriculum development projects;
c. To bring the international resources of the community to bear upon school programs;
d. To provide a forum for exchange of ideas and resources related to a more global curriculum.

Among the themes which can be used to improve the global, cross-cultural, and intra-cultural dimensions of school curricula, the following have been chosen for initial development:

**World Cultures.** Studying and comparing cultures in their historic and geographic contexts in ways which develop cross-cultural and intra-cultural understandings of belief, customs, values, economic/political/social structures, and the arts, and which help students see themselves and the world from many points of view.

**Contemporary World Issues.** Learning to view contemporary global issues on an international, national, regional, local, and personal level so that students can understand how worldwide problems affect people of the United States and how actions of the United States influence the lives of others throughout the world.

**Language.** Becoming aware of the many forms of language, silent, symbolic, oral, and written; exploring the ways in which languages reflect and reinforce ideologies; examining the impact of variables such as race, age, and gender on language; discovering the relationship between language and culture; increasing language and cultural awareness by promoting increased foreign language study.

**World Literature.** Learning about the richness of world literature in translation in the process of examining literary traditions; developing one's own creative writing potential.

**US History in a Global Context.** Developing a global perspective by studying events in US history from the perspective of other nations and in an international context; comparing similar events across national and regional boundaries; and learning how continuity, change, conflict, and conflict-avoidance have shaped the development of the United States.

**Understanding Our Cultural Diversity.** Acknowledging the complexity of diversity as it influences relationships both interpersonal and intergroup, both in a national and international context; learning to accept and appreciate people of diverse and overlapping group members (e.g., ethnic, linguistic, racial, class, gender, and religious, etc.); clarifying one's perceptions of how diversity contributes to life in the United States and to one's ability to deal with world issues effectively recognizing multiple perspectives of reality as the human condition and thinking critically about these perspectives in the context of univ ersal human rights as identified by the United Nations Declaration o Human Rights.

**Example — Theme: Contemporary Issues**

**Goals**

1. To develop student understanding of contemporary world issues in their historic, economic, geographic, social, cultural, and gender context. **(Change)**

2. To develop perspective consciousness, the understanding that any issue may be seen from a variety of perspectives and worldview, including those based on gender, race, class, religion, ethnicity, language, as well as national origin. **(Multiple Perspectives)**

3. To foster student recognition of the interdependence/interconnectedness of the contemporary world and its impact not only on their own lives, but the lives of others. **(Interdependence/Interconnectedness)**

4. To develop student awareness that conflict is a part of everyday life in the contemporary world and involves competing values and consideration of human rights. Outcomes of these conflicts reflect power relationships at the personal, local, regional, national, and international levels. **(Conflict; Conflict Management)**

5. To foster competence in thinking critically and creatively about contemporary issues which reflect a variety of worldviews. **(Diversity)**

**Skills and Concepts Needed by Teachers and Students**

**Understanding the Context.** Every event or situation has a context which illuminates it and gives it meaning. Learning to search for and understand that context is crucial to the processes of analysis and decision-making relative to that issue. Interpretations of history, geography, economics, and culture studies all provide invaluable background data for students. They provide the context which can give insight to contemporary issues through which students develop awareness of how their own perspectives have been shaped by their backgrounds.

**Developing Perspective Consciousness.** All students bring unique and multiple perspectives to their viewing of the world. These perspectives, which are neither static nor necessarily conscious, are conditioned by our membership in various groups (e.g., gender, family, ethnic, racial, cultural, national, etc.). For example, an important part of one's identity is the fact that some people are female and others are male, and this reality cannot be separated from who people are, how they live in the world, and what perspective of the world they hold. Students need to recognize the sources and importance of their own perspectives and to gain an understanding of the process by which societies and individuals come to have a particular perspective on the world. Such perspective-taking ability will enable them to appreciate the multiplicity of views on any issue and to function better in an increasingly interdependent/interconnected and diverse world.

**Recognizing Interdependence/Interconnectedness.** The various world systems – economic, geo-political, technological, agricultural – have become increasingly interdependent/interconnected over the past four decades. This process has affected the quality of life both positively and negatively for millions of people throughout the world but has also helped create major worldwide problems which have affected groups of people differentially. Problems, such as environmental pollution, inequitable distribution and management of resources, definitions of standards of human rights, economic competitions and political conflict have had disproportionate impact on the poor, especially women and children. These problems cannot be solved by any single nation. Students need to understand interdependence/interconnectedness, both its benefits and costs.

**Working With and Resolving Conflict.** Conflict is an inevitable part of the human experience. It occurs among individuals as well as nations when interests or perspectives clash or diverge and when unequal power relationships exist. Managing and working toward resolution of conflict can take a variety of forms, such as arbitration and mediation,

political activities and legal action, power exercised by an authority, and violence and war. (These forms may be categorized as competition, accommodation, withdrawal, negotiation, and collaboration.) Education can help students to understand the constructive uses of conflict and to develop skill in creating and using alternative approaches to its resolution through the use of critical and creative thinking and perspective-taking abilities.

**Utilizing Critical Thinking Skills and Creative Abilities.** Application of critical thinking skills and creative abilities enable a person to reach informed conclusions on issues and to defend those conclusions. Problem solving, differentiating fact from opinion, understanding the biases and assumptions inherent in all sources of information, weighing consequences, understanding the nature of selective perception, testing hypotheses and inferences, incorporating intuitive thinking processes and other creative strategies, are all crucial elements in this thinking process. Students can apply these skills and processes in examining a variety of value positions, and in so doing, strengthen their understanding of the world.

(Developed by the Ad Hoc Group on Gender Issues: Doni Kwolek Kobus, Convener; Laurien Alexandre; Elaine Haglund; Janice Monk; Terry Reger; Bob Anderson; Nancy Van Ravensway; Tuckie Yirchott; Kate Gooch; Loy Sue Siegenthaler. Revised by Doni Kwolek Kobus, April 1988.

Adapted from the 1981 Bay Area Global Education Program (BAGEP) Summer Institute Theme Guides (Stanford University) which were developed by committees of K-12 teachers and educators.)

## APPENDIX C

### Sources of Information for Teaching About Women

(Organizations with instructional materials are annotated.)

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**"An Attainable Global Perspective"** by R. Hanvey. *Intercom* (#197)
Global Perspectives in Education
New York, NY

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**Association for Women in Development (AWID)**
P. O. Box 66133
Washington, DC 20035
(202) 833-3380

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***Educating for Peace: A Feminist Perspective*** B. Brock-Utne, 1985.
Pergamon Press
New York, NY

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**EPOC: Equity Policy Center**
**4818 Drummond Avenue**
**Chevy Chase, MD 20815**
**(301) 656-4475**
**c/o Irene Tinker**

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**Global Connections**
American Home Economics Association
2010 Massachusetts Avenue N.W.
Washington, DC 20036
(202) 862-8300
Written to be included in home economics classes, units include slides and print materials on family life, education, clothing, food production, etc. in Africa, Asia, Caribbean, Latin America, and the Middle East.

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**Hubert H. Humphrey Institute of Public Affairs**
Women, Public Policy, and Development Project
Arvonne Fraser, Project Director
301 19th Avenue S.
University of Minnesota
Minneapolis, MN 55455
(612) 625-2505

Publications include "Forward Looking Strategies" – an abridged version of the document adopted by the United Nations Conference on Women at Nairobi, July 1985. Other useful documents on women's concerns in a global setting. Price lists available – minimal charges.

**ILO: International Labour Office**
CH-1211 Geneva 22
Switzerland

Washington Branch:
1750 New York Avenue, N.W.
Washington, DC 20006
(202) 374-2315

An ILO brochure features women and development materials. Also available upon request, a free pamphlet "Equal Rights for Working Women."

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***In a Different Voice: Psychological Theory and Women's Development,*** C. Gilligan, 1982.
Harvard University Press
Cambridge, MA

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**INSTRAW: International Research and Training Institute for the Advancement of Women**
Cesar N. Penson 102-A
P. O. Box 21747
Santo Domingo
Dominican Republic
(809) 685-2111

Focus is on research, training, and information activities to promote the full participation of women in all aspects of development. Newsletter, fliers, and other publications available upon request. Programs include Latin America, Asia, and Africa.

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**International Tribune Center**
777 United Nations Plaza
New York, NY 10017
c/o Ann Walker
(212) 687-8633

Many excellent materials, graphics, posters, post cards, particularly on Third World women. Free catalog available.

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**ISIS – Women's International Information and Communication Services**
Via Santa Maria dell'Anima, 30
00186 Rome, Italy
(tel: 656-5842)

Spanish edition:
ISIS Internacional
Casill 2067
Correo Central
Santiago, Chile
(tel: 490-271)

United States address:
ISIS
P. O. Box 25711
Philadelphia, PA 19144

Excellent newsletter and other publications available in Spanish and English.

**National Women's History Project**
P. O. Box 3716
Santa Rosa, CA 95402
c/o Molly MacGregor
(707) 526-5974

Many resources for women's history K-adult. Excellent catalog. Yearly poster for National Women's History Month, March. Emphasis is on United States women's history.

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**OEF International**
Development Education Program
1815 H Street N.W.
11th Floor
Washington, DC 20006
(202) 466-3430

Excellent videotape "Seeds of Promise" on Third World women's development projects and print materials available. Write for free brochures.

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**Office of Women in Development**
Agency for International Development
Washington, DC 20523

The resource center of the Office of Women in Development (WID) has bibliographies, some articles, and a book list available free of charge.

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**SEEDS**
P. O. Box 3923
Grand Central Station
New York, NY 10163

Booklets available on specific new projects that have had a positive impact on women.

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***Sexism and the War System***, B. Reardon, 1985.
Teachers College Press
New York, NY

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***Sisterhood is Global,*** Robin Morgan, ed., 1984.
Anchor Press/Doubleday
501 Franklin Avenue
Garden City, NY 11530

Country-by-country information on women – very useful.
Available at bookstores – $12.95.

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***The Female World from a Global Perspective,*** Jessie Bernard, 1987.
Indiana University Press
Bloomington and Indianapolis

**Women Associated for Global Education (WAGE)**
c/o The Immaculate Heart College Center
10951 West Pico Blvd. Suite 2021
Los Angeles, CA 90064
(213) 470-2293

A nationwide network of educators and administrators founded to remedy the lack of emphasis on gender-related issues in global education.
The newsletter of the Immaculate Heart College Center, *Global Pages*, is an excellent resource emphasizing women's issues through the "WAGE PAGE."

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**WIN News**
c/o Fran Hosken
187 Grant Street
Lexington, MA 02173

A journal of excerpts from world newspapers and magazines on women's concerns. Excellent for current issues.

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**WIRE: Women's International Resource Exchange Service**
2700 Broadway, Room 7
New York, NY 10025

Catalog of many useful publications on women worldwide. Reprints of articles and books.

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***Women . . . A World Survey***, Ruth Legar Sivard
World Priorities
Box 25140
Washington, DC 20007

Easily reproduced graphs, etc. for classroom use. This publication is included in a kit of materials from the Population Reference Bureau, (see below.)

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***Women in Development: A Resource Guide for Organization and Action, 1984.***
New Society Publishers
4722 Baltimore
Philadelphia, PA 19143

$14.95 plus $1.50 postage.
Very useful, materials, charts, statistics on women in a world context.

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**Women in World Area Studies and**
**Women and Development Issues in Three World Areas**
c/o The Upper Midwest Women's History Center
6300 Walker Street
St. Louis Park, MN 55416
(612) 925-3632

These programs have developed curriculum materials on the history of women in eight cultural areas and contemporary women and development issues for secondary to adult students. Write for free catalog from Glenhurst Publications at the above address. Brochures and newsletters also available from the Upper Midwest Women's History Center.

***Women in the World Atlas,*** Joni Seager and Ann Olson, 1986.
Touchstone Book
Simon and Schuster, Inc.
New York, NY

Excellent source of statistics and charts on women in a geographic setting. Original and pertinent graphics used. Available at book stores for $12.95.

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***Women in the World: Annotated History Resources for the Secondary Student,*** compiled and edited by Lyn Reese and Jean Wilkinson.
The Scarecrow Press, Inc., Methuchen, NJ, 1987.
Available from Glenhurst Publications, 6300 Walker Street,
St. Louis Park, MN 55416.

An important new book of sources – well annotated, publishers listed – useful and appropriate. $19.50 prepaid postage included.

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***Women's Ways of Knowing,*** M. Belenky, B. Clinchy, V. Goldberger, J. Tarule, 1986.
Basic Books, Inc.
New York, NY

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**"The World's Women: A Profile"**
Population Reference Bureau, Inc.
2213 M Street N.W.
Washington, DC 20037
(202) 639-8040

Wall chart on women worldwide. Kit of materials on women also available – includes *Women . . . A World Survey* listed above.

## APPENDIX D

## A Selected Bibliography*


Berrian, Brenda. *Bibliography of African Women Writers and Journalists*. Washington, D.C.: Three Continents Press, 1985.

Buvinic, Mayra. *Women and World Development: An Annotated Bibliography*. Overseas Development Council, n.d.

Byrne, Pamela and Suzanne Ontiveros, eds. *Women in the Third World: A Historical Bibliography*. Santa Barbara: ABC-Clio, 1986.

Corvalan, G. N. V. *Latin American Women Writers in English Translation: A Bibliography*. Los Angeles: Latin American Studies Center, California State University, 1980.

Cotera, M. P. *Latina Sourcebook: Bibliography of Mexian American, Cuban, Puerto Rico and other Hispanic Women Materials in the U.S.A.* Austin, Tex.: Information Systems Development, 1982.

Dasgupta, Kalpana. *Women on the Indian Scene: An Annotated Bibliography*. New Delhi: Abhinav Publications, 1976.

Duley, Margot and Mary I. Edwards, eds. *The Cross-Cultural Study of Women*. New York: Feminist Press, 1986.

Fenton, Thomas P. and Mary J. Heffron. *Women in the Third World: A Directory of Resources*. Maryknoll, N.Y.: Orbis Books, 1987.

Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: William Morrow, 1984.

Hull, Gloria T., Patricia Bell Scott, and Barbara Smith, eds. *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave*. Old Westbury, N.Y.: Feminist Press, 1982.

Lerner, Gerda. *Black Women in White America*. New York: Random House, 1972.

Moraga, Cherrie, and Gloria Anzaldua, eds. *This Bridge Called My Back: Writings by Radical Women of Color*. Watertown, Mass.: Persephone Press, 1981.

Noble, Jeanne. *Beautiful, Also, Are The Souls Of My Black Sisters – A History Of The Women In America*. Englewood Cliffs, New Jersey: Prentice Hall, 1978.

Rihani, May. *Development as if Women Mattered: An Annotated Bibliography With a Third World Focus*. Overseas Development Council, 1978.

Sakala, Carol. *Women of South Asia: A Guide to Resources*. Millwood, N.Y.: Kraus International Publications, 1980.

Saulniers, Suzanne Smith and Cathy A. Rakowski. *Women in the Development Process: A Select Bibliography on Women in Sub-Saharan Africa and Latin America*. Austin: University of Texas Press, 1977.

•For a bibliography by region of women in Asia, Africa, and Latin America, see: Susan Hill Gross and Mary Hill Rojas' *Third World Women – Family and Empowerment*. St. Louis Park, MN: Glenhurst Publications, 1988. p. 85-89. (See Women in World Area Studies listing in Appendix C.)

Permission is given to copy or quote this material with acknowledgment. Copies of this report may be obtained for $1.00 each or 10 for $5.00. Order from:

The Stanley Foundation
420 East Third Street
Muscatine, Iowa 52761
Telephone 319/264-1500